

Physical Education  
Workshop  
Gold Medal Schools  
November 18, 2004

Integrated Activities  
& Circuits  
Analisa Anderson

## Management:

If a class is unmanageable, it is unteachable! Some suggestions for positive management:

- \*When I say Go...
- \*3 strikes you are out
- \*I like the way you...
- \*Points (i.e. give yourself one point for freezing when you heard the whistle, take away one point if it took you more than three alligators to freeze.)
- \*Deliver instruction during transition periods.
- \*Start and Stop consistently.
- \*Move students in and out of groups quickly. (Name cards, Toe to toe, Back to back, Whistle mixer, No more than..., Jelly Bean Pop Corn, Same color, Equal # of equipment, and Instant activities.)
- \*Squad cards. (4 leaders choose 4 equal teams at beginning of year-Put on team cards for squads when needed groups of 4)
- \*Meeting/Closure place. (Students are more comfortable and secure having the knowledge of what to expect. Also this is a good time to cool down, review the focus, cues and check for understanding. Another benefit for teachers is to quiet youngsters before returning to classrooms.)
- \*Teach from the perimeter.
- \*Give short complete directions.

## Instant Activities

- \*Get a rope and jump
- \*Little Blue Hoof Tracks (running/walking program)
- \*Get a paddle and tap
- \*On poly spot, Show Me!
- \*Previously learned activities. i.e.: Muscle tag, Pac-man, Math tag, Locomotor Alphabet.
- \*When the music begins...
- \*Locomotor of your choice without touching another person.
- \*Get a ball and dribble (can be choice, basketball, soccer ball, volley ball)
- \*Get a paddle and ball - tap/ spell your name, spell the million dollar word from your spelling list.
- \*Get a hula-hoop and hula
- \*With a partner toss & catch
- \*Barnyard tag
- \*Muscle tag
- \*Any tag

Instant activities work great to get the kids moving quickly. This is also a great opportunity for teacher observation assessment. Management is still priority! Teach, assess and manage from the perimeter.

**\*Manipulative skills:**

- \*Teach the skill, not the sport
- \*Teach no more than 3 cues at a time
- \*Teach sequential, add on/refer to previous lesson
- \*Instant activities
- \*The skill theme approach builds wide base foundation for success!

### **Assessment/overview/Closure**

- \*Close in a consistent area.
- \*Check for understanding.
- \*Show Me.
- \*Review cues.
- \*Knowledge/ performance.
- \*Ask the questions from the lesson focus
- \*Reflect
- \*School wide ASK ME
- \*Assessment cards/stations
- \*Assessment

### **Elementary schools should focus on:**

- \*The process of skill development
- \*Discovering personal likes and dislikes related to skill and fitness
- \*Inclusion, not exclusion, of all students
- \*Adapting activities to fit students needs
- \*Teaching social skills

## Creative Movement

Mammal/ Autumn Jicu': Choose a picture and write a poem or Jicu'.

**Introductory Activity:** Locomotor pathways with drum. Explore levels, and shapes. Add a jump rope to further explore pathways.

**Focus:** "Good Morning to You"

**Closing Activity:** Sequence w/rubric from Jicu'

Rubric:

- Beginning pose
- Level changes
- Direction changes
- Ending pose

Put together for a sequence beginning "Good Morning to You", middle "mammal sequence"; end " Good Morning to You".

**Closure:** What did you learn today?

## Integrated Circuits

Introduction: I have been teaching PE for 18 years. I have been teaching the skill theme approach for 8, this is my 6<sup>th</sup> year at Edith Bowen. I am amazed on a daily basis of the benefits the skill theme approach provides.

Lesson plan format

Lesson progression questionnaire

Assessment

### Instant Activity:

"Paul Revere's Ride" Choose a Paul Revere card. Read the poem about Paul Revere's ride, then do the activity on the card. When finished, put back in basket and get a new card. Continue until the music stops.

Focus: "Utah Geography" Using cooperative skills, students explore geographical Utah set up in the gym. Utah counties should be introduced before hand.

### Closing Activity: "Money"

Go to a poly-spot with money on it. Look under the poly-spot to find out which money spot you need to go to next. Follow the locomotor guide to get from one to the other. Penny=hop, nickel=jump, dime=slide, quarter=leap, dollar=gallop, 5 dollar=skip, 10 dollar=run.

Closure: I followed a lesson plan outline for this presentation. This is our closure/reflection. What did you learn today?

Question/Answer:

## Integration/Circuits Presentation

Fifth grade Soc Studies/History

Revolutionary War  
Circuit (focus)

Paul Revere (Instant/closing activity)

Lewis and Clarke  
Circuit (focus)

3/4 grade Soc Studies

Anasazi  
Circuit (focus)

Utah Geography  
Circuit (focus)

Science

Solar System

1/2 grade Science

Water cycle  
Circuit (focus)  
Money  
Circuit (focus)

Kindergarten Math

Money  
Circuit (focus)

Nursery Rhymes  
Jack Be Nimble  
Ensy Wensy Spider

School wide Character Ed

Japan

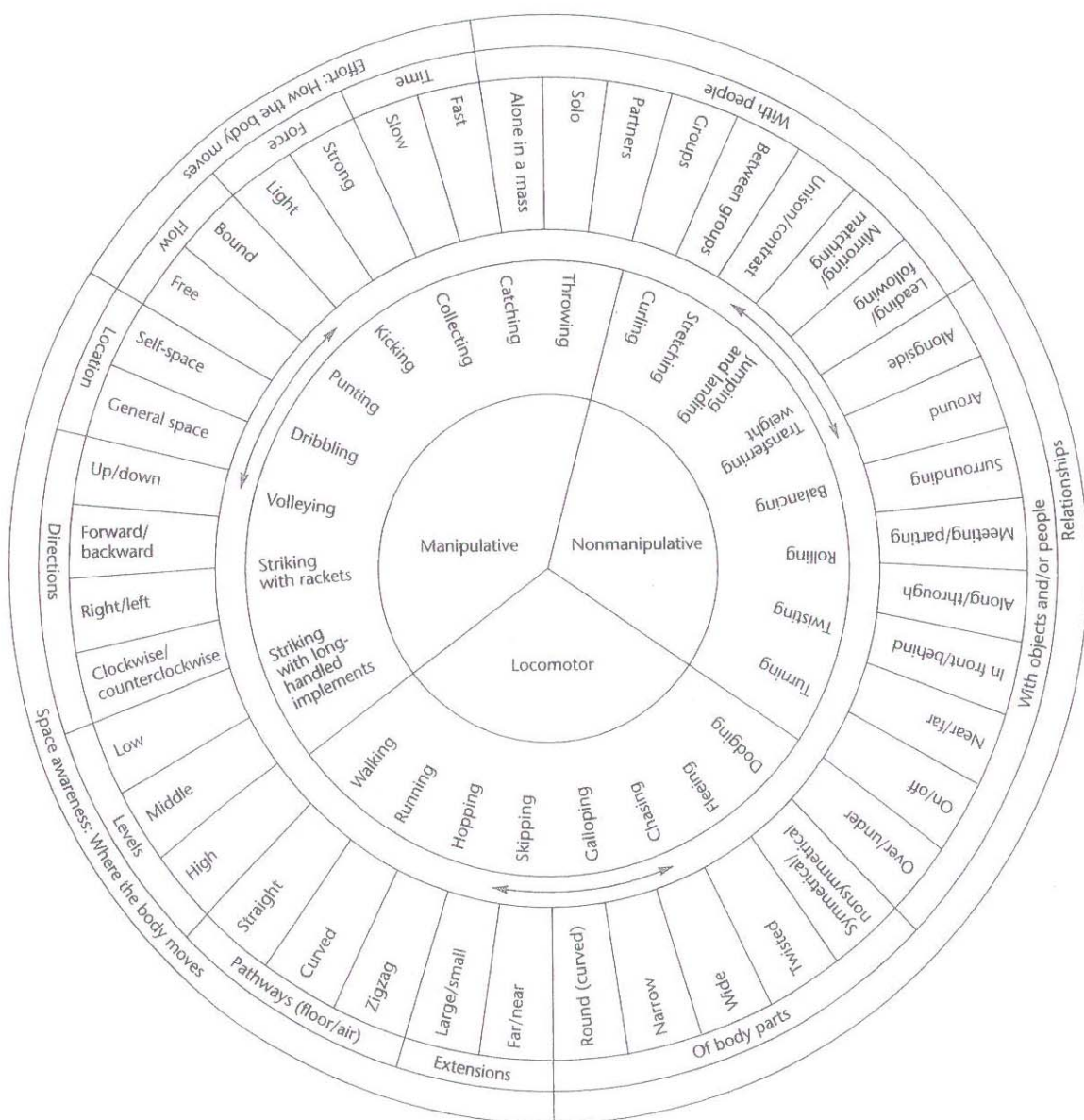
Circuit (lesson)

Jabuti

Circuit (lesson)

Moldou Continents/culture

Circuit (lesson)





## PLAYGROUND SUPERVISION

The role of the playground supervisor is critical in helping to maintain the safety and well-being of students during time spent on the playground. The following guidelines are for the purpose of clarifying and outlining the responsibilities of supervisors while on duty:

1. Position yourself so that you have a clear view of the play area you are to supervise.
2. Walk around the perimeter and through the play area you are supervising, keeping a clear view of the children playing. Don't remain in the same spot.
3. Carefully monitor play patterns to note possible hazards.
4. Immediately stop children when use of equipment or behavior is not appropriate.
5. Remind children of proper use and safety precautions while using the playground equipment.
6. Do not permit children to use wet or damaged equipment.
7. Do not permit too many children (as defined by manufacturer) on the same piece of equipment at the same time; suggest that children take turns, or direct their attention toward other equipment or activities.
8. To insure adequate protection make sure that you identify all non school personnel on the playground and refer them to the principal's office.
9. Do not put yourself in the position where your attention is distracted for any length of time. i.e, talking to students, teachers or other playground supervisors.
10. Report any damaged equipment or litter, etc. on the playground to the principal.
11. Do not allow children to attach ropes, coats or any other objects to equipment.

### DO NOT ALLOW THESE ACTIVITIES ON THE PLAYGROUND

1. "Cherry Bomb" or any acrobatic dismounts from any equipment.
2. Standing or perching on equipment.
3. Playing chase games on equipment.
4. Throwing sand, rocks, sticks or other similar objects.

5. Pushing or shoving other children.
6. Hitting or tying anyone with jump ropes.
7. Twisting swings.
8. More than one child on a swing.

*Fitness Finders, Inc.*

PO Box 160, 133 Teft Road, Spring Arbor, MI 49283  
800-789-9255 Fax 517-750-4584

August 2004

Dear Physical Educator:

Physical education teachers have trusted Fitness Finders, Inc. since 1971 to help them shape America's youth. Our most successful program, the Feelin' Good Mileage Club, has been used in 7,000+ schools in all 50 states to motivate youth to be physically active.

Last year, more than 1.5 million children walked/ran 25 million miles with the Mileage Club. That's between 1.5 to 2.5 billion extra kilocalories used in a year. Talk about fighting obesity!

Why is this program so successful? The answer depends upon who you ask.

- Administrators say it works because it reduces playground hassles.
- Teachers say it helps get children ready to learn.
- Physical educators say it enhances children's fitness and provides an important extra ingredient to school physical education offerings.
- Coordinators say this program is so simple that it nearly runs itself. The kids go bonkers over the tiny, plastic feet (Toe Tokens, see p. 2 of the large, enclosed brochure) they receive for logging five miles. Four sample Toe Tokens are with this mailing packet.

The recommended *Mileage Club Start-Up Kit* (p. 2) has everything you need to run this program in your school. It includes a school poster, certificate, tally sheets, sample letters, Toe Tokens for all children, Mile Marker Cards, motivational ideas and more!

Since physical education teachers are constantly looking for ways to motivate children to give their best effort, we have included seven other exciting awards with this packet.

The *Active Living Awards* (p. 3) include:

- Soccer Ball – for soccer players and their parents.
- Jump Award – for rope jumping programs and fund raisers.
- Runner Award – for rewarding runners, joggers, walkers and other fitness award winners.
- Shoe Award – for active living and sports participation.
- Mile Medals (#5, 10, 15, 20, 25, 50, 75 and 100) – for miles logged and/or number of goals achieved.

Other awards to consider (p. 9) are:

- Field Day Awards – for recognizing winners and participants on various field day activities.
- Helper's Hand – for "high 5" achievement.

Our Mileage Club and special awards are effective in motivating and rewarding youth. If you find this difficult to believe, show these new awards to your young people. You'll be surprised by their excitement.

To find out more, read the brochure included in this packet, or call me at 800-789-9255. I, or a member of my friendly staff, would love to tell you about our products. You may also order online at [www.fitnessfinders.net](http://www.fitnessfinders.net) or fax 517-750-4584.

Sincerely,

*Beth Kuntzleman*

Beth A. Kuntzleman  
President

← to get the little feet

## **Athletic Statues – Creative Movement Lesson**

### **PART I**

Discuss sports and the different kinds of movements that are used (throwing, running, squatting, etc.). Discuss athletes' training in timing and balance. Have children try to imagine training for the Olympics – the seriousness of training and the importance of performing every move.

Have the children find their own space.

On signal, children will freeze in a sport form. On signal, take a new form. Suggestions: throwing, running, catching, skipping. On signal, change direction and level.

Emphasis change only on signal. Hold the position, don't "melt" into an "ordinary" posture. Don't look around, just freeze; change immediately on signal.

#### ***Variation***

Try sequencing, children will make their change when they feel it is time. One change only. They should try to move only a few at a time, not when all others are moving.

### **PART II**

Slow motion, exaggerated sports movements.

Demonstrate: slow motion, pull arrow from scabbard, lean forward, put arrow in, pull back, shoot arrow, follow through, slow roll forward.

Have students try, then do their own sport.

Introduce music.

Try a series:

1. Three statues – sequence in own time
2. Slow motion sport – exaggerated movements
3. Melt down to low position and hold

Timing will be the children's own responsibility so they will be at different points in the series at different times.

Remind children:

- Statues must be held firmly for a least 4 counts
- No looking around or noise
- No touching or bumping
- Concentrate
- Use interesting shapes, utilize arms, legs, fingers, and feet to make forms more interesting
- Use different levels

Allow practice time before and between music

## Building a Movement Exploration Lesson

### 1. Find the movement:

Potential  
Quality  
Subject Matter  
Poem  
Element of Space  
Story  
Music  
Image

### 2. Give specific instructions with qualifier:

Specific enough to guide  
Open enough to allow different solutions

### 3. Rehearse/repeat sequence – do not accept the first minimal attempts.

### 4. Perform – groups, individuals, partners, half the class.

Give them a reason for the class

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